AFFECTIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
4.1 **Can the learner exhibit an eagerness to participate in movement?** -providing a a rich and diverse environment -providing a variety of equipment and activities -being a teacher who models enthusiasm for moving -Insure that children are active participants not observers, or in long lines.	In grades Kindergarten- Third grade learners generally prefer to move rather than be idle. Providing a rich environment and a variety of equipment often is sufficient impetus for this age. Many children are already so eager to move that they will need structure and progressive tasks. If learners at this age are not eager to move and learn about movement it would be worthwhile to investigate the individual reasons. Teachers need to pay special attention to providing class activities where all children are participating, rather than watching. Provide sufficient equipment, minimally one piece (ball, etc.) for every two children.	Does the learner when given a choice of moving or not moving, choose to move? Does the learner feel positive about coming to P/E class?
4.2 **Can the learner accept appropriate challenges for self improvement?** -provide students with individual data on their progress whenever possible (data on all goals--motor, cognitive, fitness, affective.	Learners begin to view goals as meaningful and intrinsic when, they have an opportunity to choose or personalize goals in relation to their own improvement. Whenever possible select a unit or series of motor skills goals and integrate this objective with motor skills or fitness objectives. Practice in thinking and working on personal goals will help student focus on self improvement and the meaning of movement.	Does the learner select a goal? Does the learner select a realistic and meaningful goal based on his/her self improvement?

En Route Learnings	Teacher to the Objective	Monitor Learner Progress
-Each month or unit give student a choice to write down the challenge or goal which he/she wishes to attain. -Discuss progress by groups or individuals.	Personalize goals whenever feasible.	
4.3 **Can the learner express satisfaction in accomplishing a a personal goal?**	Once the learner has been provided the opportunity to assess his/her goals, a simple written statement or chart which indicates a self evaluation will provide some criteria for this goal. For example: What did you accomplish this week in P/E? or what goals did you work on in P/E this week? How do you feel about what you accomplished? Why? An affective chart indicates by happy/sad faces if they feel pleased with their progress.	Does the learner express satisfaction in his/her accomplishment of goals? -The learner tells the teacher about what he/she did? -An affective evaluation chart that students fill out when appropriate.
4.4 **Can the learner accept strengths and limitations without comparisons?** -what do you do well? -what would you like to do better? -Do you want to be the best of all why? -Do you want to be the best? -How much effort are you wiling to give to your goals?	Self esteem and understanding is based on accepting oneself and all one's characateristics and qualities. To provide for this objective the pervasive attitude in the setting must be one of acceptance of the idividual integrity of each child. Explain to students in cognitive terms why there are differences in abilities (genetics, development rate differences, experience-practice) then, in all activities try to have students focus on self improvement. There is no one learning activity that promotes this goal, it should be integrated into all teaching and consideration about methods and progression.	Does the learner list some of his/her strengths in in the P/E setting. Does the learner list some areas which need improvement? Does the learner explain why there are differences in ability and accept challenges and limitations?

(K - 3) COGNITIVE COMPETENCIES

By the completion of the third grade the learners will be able to:

General

1.1 Point to or move the correct body part when asked to identify a specific body part.
1.2 Show or tell the body actions which different body parts can perform.
1.3 Identify basic movement terminology and define the terms of the movement framework and the meaning of body, space, effort and relationships by citing examples.
1.4 List five fundamental motor skills and explain why fundamental motor skill patterns are important.
1.5 Recall and repeat patterns and simple motor sequences.
1.6 Describe the role of practice in improving motor skills.
1.7 Give several reasons why people move and perform gymnastics, games, sports and dance,then assess ones's own reasons.
1.8 Name several movement activities in which family members participate, some activities that are popular in the learner's communities, and at least three which the learner has seen on T.V.
1.9 List factors required for safe participation in a movement activity.(equipment, space, behavior)
1.10 Explain why skills done in more complex situations are more difficult.
1.11 Report what effects gravity has on a ball or other objects in the air.

Body Management/Education Gymnastics

2.1 Define basic terms used in gymnastics; such as jump, roll, hang, extention, balance, vault, traveling actions and sequences.
2.2 Explain how to stop in control.
2.3 Describe how to land softly (absorp force) and use a roll to disperse force.
2.4 Name several factors which make it easier to balance or harder to balance.
2.5 Give an example of the application of the action/reaction principle to gymnastics.
2.6 Explain how one can roll or turn faster, or slower.

Educational Games and Sports

3.1 Define basic terms used in games and sports; such as dribble, kick, strike, overhand throw, bounce, lead pass, dodge.

3.2 Describe how force is transferred from the body to an object in throwing, striking and kicking.

3.3 Tell how to absorp force in catching or collecting an object.

3.4. Define tracking and tell why it is important in catching or collecting.

3.5 Explain the principle of rebound angles.

3.6 Identify the flight of an object by where the force is applied in a striking activity or where release occurs in a throwing activity.

Educational Dance or Rhythms

4.1 Define basic terms used in educational dance and rhythms such as beat, circle, shape, gesture, locomotor sequence, improvise, matching,mirroring.

4.2 Describe the space qualities of movement in the movement framework (where the body moves).

4.3 Explain the effort qualities of movement in the movement framework (how the body moves).

4.4 Explain and count the underlying or rhythmic beat and differentiate between even and uneven beat.

4.5 Remember and repeat a sequence or pattern of steps.

4.6 Explain several ways to vary a movement sequence to make it more interesting (aesthetic).

4.7 Identify the movement qualities associated with a movement, idea or feeling.

4.8 List and distinguish between various dance forms (folk, square, creative, ethnic, ballet).

Kathryn Spires
Pendleton Elementary - 4th

COGNITIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progess
1.1 **Can the learner point to the correct body part when asked to identify a specific body part?**	Learners can gain access to knowledge of body parts as they do many of the movement activities. Simon Says point to your nose, knee, etc. The Hokey Pokey and a variety of other activities. - Choose a partner and touch elbow to head, find a new partner join knee to foot, skip to a new partner and touch rear to rear, back to back. Use different locomotor combinations and levels.	Does the learner demonstrate knowledge of major body parts? - head (ears, eyes,etc.) - shoulder - hip - back - elbow - thigh - calf - ankle
1.2 **Can the learner show or tell body actions which body different parts can perform?** - What can you do with your head - shoulder - arm - elbow, wrist fingers - toes, waist, hip - leg-knee, ankle foot	Learners need to explore what the body can do in self space not just moving. Give them experiences which allow them to explore body actions, to compare, contrast. Ask questions relating to application, why bend your knee, when do we do that?	Does the Learner name three body actions which can be done in self space. - by the upper body - by the lower body Does the learner, when given a specific body part, list an action it can perform?

COGNITIVE COMPETENCIES (K-3)

En Route Learning		Teach to the Objective	Monitor Learner Progress
1.3	**Can the learner identify basic movement terminology and define the term of the movement framework and the meaning of body, space, effort and relationship by citing an example?**	Teachers will need to study the body framework in the Appendix if they are not throughly familiar with it. Learners will learn the terms while you are completing the locomotor and body management/educational gymnastics units. Terms which can be tested for knowledge include: general space, walk, run, hop, jump, skip, gallop - any one of this can be cited as an example of **body** (what can it do?) To cite an example of <u>space</u> any place the body can move (where can it move? --- backwards, diagonal To cite an example of <u>effort</u> (how does it move? -- slow, forceful. To cite an example of <u>relationship</u> the response is alone, with others.	Does the learner match his/her movement three basic response to the appropriate movement turn in five of five trials? Does the learner cite an example which indicates that he/she knows major elements of the movement framework? - body - space - effort - relationship
1.4	**Can the learner list five fundamental movement patterns and explain why they are important?**	Learners will know basic movement terms which frequently includes five fundamental movement patterns. In this objective, learners are asked to apply this knowledge and explain why it is important. At this point, learners should recognize that these movement underlie all games, gymnastics, and dance activities and are like words are to sentences.	Does the learner list five fundamental patterns and explain why they are important?
1.5	**Can the learner recall and repeat patterns and simple motor sequences?** - following you as leader (jumping jack, slides to the left) - following you as you face them - in small groups - alone	Learning to become a keen observer "Show me don't tell me" is an important part of learning to move. Help learners focus on what key points to observe and give them time to see, think through sequence, do at own pace, and then slowly transfer to their own body.	Does the learner observe, recall and repeat motor sequences after less than five trials?

COGNITIVE COMPETENCIES (K-3)

En Route Learnings		Teach to the Objective	Monitor Learner Progress
1.6	Can the learner describe the rate of practice in improving motor skills?	Learners need to know that practice experience is the major reason there is differences in learner's performance skills. The best way to get better is to practice the correct skills.	Does the learner state that the most important factor to improving motor skills is practice?
1.7	Can the learner give several reasons why people move - do gymnastics, games and sports and dance. Then, can the learner tell why he/she moves?	Learners should mot be expected to give sophisticated reasons here. Some people move to get fit, lose weight because it fun, it's a challenge, to win, to be with friends, the feeling. Just try to get them to appreciate that people have different reasons.	Does the learner cite at least three different reasons why people move and name at least one reason that he/she does?
1.8	Can the learner name three different activities that are popular in his/her city or town? And, can he/she name three activities seen on T.V.?	Learners need to become aware of how prevalent movement activities are in the world. Talk about the youth sports offered in community for children, adults, older citizens, the facilities in town, clubs. Mention bowling alleys, roller rinks, pools, golf, recquetball clubs, dance studios, gymnastics, tennis lessons. Do learners know a whole section of the newspaper is filled filled with movement, sometimes two sections - A whole channel with nothing but sports, and all the music videos with dance.	oes the learner name three popular community activities? Does the learner name three activities seen on T.V.?
1.9	Can the learner list some factors required for safe participation?	Learners can talk about these in relation to three major categories: equipment, space, behavior. Behavior can be discussed early in units: Respecting rights, playing by rules, "All sports have rules." Violations/Fouls are created by pushes, breaking rules. Space includes: not bumping, making sure you have room to swing bat or racquet and safe facilities - for example, fields without rocks or holes. Equipment that is basic and insures safety includes; sneakers, clothes in which you can move, hair out of eyes, no jewelry.	oes the learner list at least two factors required for safe participation?

COGNITIVE COMPETENCIES (K-3) En Route Learnings	Teach to the Objective	Monitor Learner Progress
1.10 Can the learner explain why skills done in more complex situations are more difficult. - more skills involved - combining skills - more decisions - more people - less time to make decisions	Learners need to understand early that skills must be mastered and in control before moving to games... but in terms of safety and because there are so many things to concentrate on in a complex situation. The teacher may not use the term closed and open skill, but the concept of isolated small skills growing into more difficult situations should be stressed. Again, compare it with letters to words to sentences or numbers, to addition facts.	Does the learner cite at least two reasons why skills done in more complex situation are more difficult?
1.11 Can the learner report what effects gravity has on a ball or other objects in the air? - Do an experiment. Use a variety of balls, including a beach ball or balloon.	The experiential base of the learners should make this an easy objective. Yet learners become better observers and knowers as they observe. Many may not realize that gravity is a constant. Many skills are also dependent on "tracking skills". Teachers can use beach ball, birdies and harder balls to show the effects on gravity. Relate not only objects effected by gravity, but also the effects of gravity on their body. The weightlessness of astronauts in space may also be examined.	Does the learner report how gravity effects objects in space? Can he/she relate this to the objects used in physical education?

COGNITIVE COMPETENCIES (K-3)

En Route Learnings		Teach to the Objective	Monitor Learner Progress
2.1	Can the learner define basic terms used in body management/ gymnastics?	It is recommended that teachers focus on one or two words a week (if possible, integrate the BSAP word list) as well as gymnastics terms into the lesson. Use the word in the lesson, put it on the bulletin board and as students reach beginning reading levels have them match the words with definitions. Gymnastics terms will include any word used in teaching the motor skill objectives K-3: such as locomotor words, and balance, roll. sequence. vault.	Does the learner match a list of basic gymnastics terms with the best definition? Does the learn list and spell five of eight key body management/ gymnastics words?
2.2	Can the learner explain how to stop in control?	Principles of stopping require bringing the body in control by widening the base of support and tightening the muscles of the entire body.	Does the learner explain at least one principle involved in stopping in control?
2.3	Can the learner describe how to land softly (absorp/ force) and how to use a roll to disperse force	Learning to land softly often means comparison of how to catch correctly so it doesn't hurt or fall correctly so you don't get hurt. The principle of absorping and dispersing force applies. Learner's absorp forces into the body, by bending the joints of the body, knees & waist... if that is not sufficient they bend and then roll to spread the force.	Does the learner explain how the joints and limbs give into the force of landing or catching, when insufficient they fall and roll in control to absorp the additional force.
2.4	Can the learner name several factors which make it easier to balance or harder to balance - It is easier to balance on four parts or one? - Is it easier to balance with legs apart or together?	Balance/Stability concepts are usually easily integrated into the motor skill development program. Students who experience moving from a four point balance to three, to two, to one can easily tell you that the more balance points, the easier to balance. Usually during this same type of activity the relationship between the size or height of the balance and its effect on balance or lack of it will be experienced. If not design an activity where student have a wide support, and then narrow, and ask them which would be easier for someone to push them out of balance. Do the same with a high center of gravity -vs- a low center of gravity.	Does the learner identify at least two concepts that will make it easier for them to stay in balance?

COGNITIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
2.5 **Can the learner give an example of the action/reaction principle in gymnastics?**	Some common examples of Newton's action/reaction laws are: 1) The harder you push off the floor the higher you jump (all vaulting) 2) When the head goes down the hips tend to rise. 3) If you swing in one direction, you'll swing back in the other. 4) If you are balancing, if you extend a limb in one direction, the reaction will be to extend a limb in the other action/reaction to counter balance.	Does the learner cite an example of the action/reaction principle as it applies to body management/gymnastics.
2.6 **Can the learner explain how one can roll or turn faster or slower.** - Use an experiment here by having students roll in pike or straddle vs in tuck. - or baby cartwheels vs big ones. - or roll on back in indian seat style vs roll on back (circular) in straddle seat.	The principle involved here is the length of the radius of rotation. For learners it simple means the shorter it is or the smaller or the tighter, the faster one rolls. If they stay small it is easier to get up to the feet from a roll. Gymnastic moves become more difficult as they move to layout position -vs- pike or squat. Squat (tuck) is the easiest.	Does the learner explain how one can roll faster or slower?

COGNITIVE COMPETENCIES (K-3)

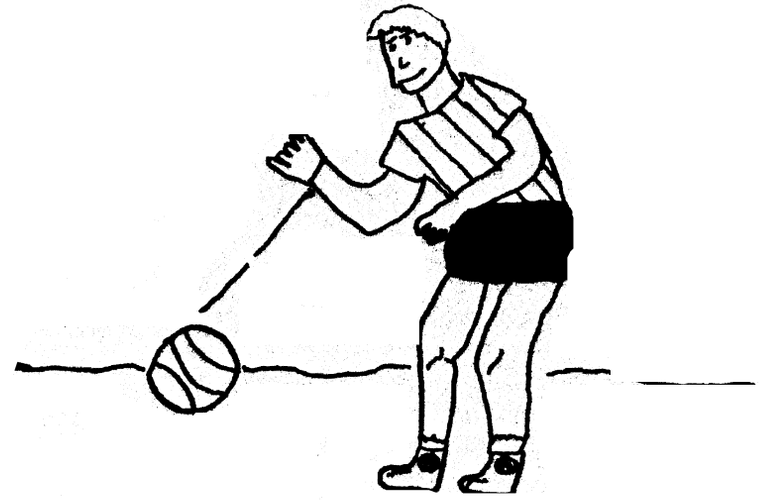
En Route Learnings	Teach to the Objective	Monitor Learner Progress
3.1 Can the learner define basic terms used in games and and sports?	It is recommended that teachers focus on one or two words a week (if possible, integrate the BSAP word list) as well as games/sports terms used in motor skill objectives (K-3). Use the word in the lesson, put it on the bulletin board and as students reach beginning reading levels have them match words to definitions.	Does the learner match a list of games/sports terms with the best definition? Does the learner list and spell five of eight key games/ sports terms used?
3.2 Can the learner describe how force is transferred from the body to an object in throwing, striking or kicking an object. - What makes a ball go further when thrown or kicked? - How do you get more force into it?	Young learners often need to see an example to compare a soft, gentle kick with a forceful kick in order to observe increased body involvement and the transfer from one body part to many body parts. A throw with just the arm and then followed by a throw showing shoulder, hip, and step action follow through can help illustrate the point.	Does the learner describe how force is transferred to the object in ...throwing? ...striking? ...kicking?
3.3 Can the learner tell how force is absorped in catching or collecting an object. - What does your body do when you receive. - if not, what does the object you are receiving do (action/reaction) - who wants control?	The principle is to give and take the force into the body, bending joints or giving with the stick/bat or racquet, otherwise the object is deflected from the body (i.e. the action/reaction principle). Therefore, in order to control the object you give with the object and control it.	Does the learner explain how to absorp the force of the object in catching or collecting? Does the learner tell what happens if force is not absorped?

COGNITIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
3.4 Can the learner define tracking and tell why it is important in catching or collecting?	Tracking is primarily a perceptual task. Visual cues provide the impetus to action, but appropriate action seldom occurs without watching and anticipating the the action of an object. This is a difficult skill for some students and require adequate practice at low levels before transfer occurs "Watch the birdie?" Given where it is moving, the rate and speed - where must you move?	Does the learner define tracking in in a variety of activities? Does the learner tell why tracking is important?
3.5 Can the learner explain the principle of rebound angles. - When dribbling the ball, what happens if it hits your foot? - Try a bounce pass to the wall...or from the wall. - Bounce pass to partners with different balls. - Using the floor or wall can you and your partner bounce the ball off either surface so neither of you has to move?	As learners gain experience particularly with balls, they soon learn that the angle at which the object hits the surface is the angle at which it will rebound (Newton's law of action /reaction). Early bouncing or dribbling and bounce passes will enlighten them. Learner who have seen billiards or pool will have a pictures in their head...or you could have them roll the ball at a wall from different angles to see where it rebounds. Racquetball is another example. Early practice requires accuracy to get the ball where the partner is, later to to make the partner move. Difficult games call for person's to get the ball (object) where partner have difficulty getting it so one can score.	Does the learner explain the principle of rebound angles? Does the learner apply the principle in a cooperative setting with a partner?

COGNITIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
3.6 **Can the learner identify the flight of an object by where the force is applied in a striking activity or where release occurs in a throwing activity?** - How do you make a ball or object go straight? - What do you adjust when the ball goes way left (left field) when bouncing (dribbling a ball) or throwing.	Projecting the force directly to a object can be demonstrated through many activities. This principle would be taught at the same time as the proceeding objective on rebound angles. Talk about it when students first throw or strike any object. Ballons in the air, ball bouncing, and throwing at targets. Accuracy comes with understanding and practice. Check for understanding by having students predict where ball or object will go from models or pictures.	Does the learner identify the pattern of an object by where the force is applied. ...in a striking activity ...where release occurs in throwing



COGNITIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
4.1 Can the learner define basic terms used in educational dance and rhythms?	It is recommended that teachers focus on one or two words a week (if possible, integrate BSAP word list) as well as as dance terms used in the motor skill objectives (K-3). Use the words in the lessons put the word on the bulletin board, use for review. As students gain beginning reading levels have them match words to definitions.	Does the learners match a list of dance and rhythm terms with the best definition? Does the learner list and spell five of eight key terms in dance and rhythms?
4.2 Can the learner describe the space qualities of movement in the movement framework? - General/Personal space - Direction - Levels - Pathway	A movement vocabulary should be established early in the kindergarten and first grade so that it can be used in all content areas. It is not critical that you use the correct language here only that you are consistent and have a language for these ideas. They are used through out the guide to provide experiences in developing versatality of movement ideas.	Does the learner describe the space qualities of the movement
4.3 Can the learner explain the effort qualities of the movement framework? (how the body moves) Time: sudden sustained W ight: strong light Space: direct flexible Flow: bound free	These ideas are used throughout the content areas but most directly in the dance material. They are explored in the dance material by contrasting their use. This is perhaps the best way to communicate their meaning. It is critical that learners see what each is in terms of the quality of the movement and how the quality can be changed in all content areas.	Does learner list and explain at least three different effort qualities of the movement framwork?

COGNITIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
4.4 **Can the learner explain and count the underlying or rhythmic beat?** - clap to the music - walk to music Can the learn differentiate between and even and uneven beat? - clap to even music - clap to uneven - move to even- (walk, run leap, hop) - move to uneven (skip, gallop)	Review this objective often and plan to talk with music specialist regarding how both teachers can reinforce this objective. Use different instuments (drums, blocks, tamborine, and music to help learners hear and differentiate. Besides clapping, often lummi sticks or other objects they can beat will reinforce your efforts. For example: The teacher can help students differentiate by having them make a slide or gallop even so it is not really a slide it is an even rhythm step close... or change a skip to a step hop (hold) that is really no longer a skip because the rhythm is different.	Does the learner explain, clap or count the underlying rhythmic beat in three of four trials. Does the learner hear and clap an uneven rhythm? Does the learner respond to even music with an appropriate locomotor movement pattern? Does the learner respond to uneven music with an appropriate locomotor movement pattern.
4.5 **Can the learner remember and repeat a sequence or pattern of steps.** - repeat the pattern (follow the leader) - several times - say cue words - visualize - do with a partner - do alone - have partners check each other.	Translating following a sequence to owning it or having the sequence in one's own body as a kinesthetic sense takes practice alone...it means thinking and integrating to movement memory. Sometimes having students close their eyes and visualize the sequence after following it - helps in this integration. If the sequence is complex, break it down to small parts. Give key words that they can attach to the closed skill. Have them repeat the key words and visualize them, do in pairs, alone... give adequate time for refining the sequence. If the sequence is to rhythmic cues or music it is remembered more easily? Try reinforcing a sequence to beats or music.	Does the learner remember and repeat a sequence of steps or pattern within the same period? - after review, in the next class period. Does the learner remember the sequence when tied to specific music or rhythmic beats.

COGNITIVE COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
4.6 Can the learner explain several ways to vary a movement sequence to make it more interesting (aesthetic)? - create movement sequences individually, in partners, small groups. - share repeatable sequences with others. - in groups or individually - ask students what made a particular sequence look good.	Learners will be continually working within the movement framework and should therefore be able to explain how to vary a movement. They will often cite a sequence as being more interesting because of change of level or direction. As they gain experience they will cite areas like speed (tempo related) force, shape. These variations in the movement sequence add to the aesthetic quality of the sequence.	Does the learner cite at least three ways to make a movement sequence more interesting?
4.7 Can the learner identify a movement quality and associate it with an idea or feeling? - As a teacher, do a movement then have children freely associates. - No idea is judged - Have children improvise ideas/ feeling (rock something)	This objective may have many right answers and they may vary in students, however, it is important to convey that movement is a means of expression and communication. Start with emotional content like happy and sad or angry, or busy. Try to move beyond gesture to body shape and design to moving designs. Use motor skill content ideas in K-3 creative dance Ideas like "hello", the sun rising, flowers. Take lots of time to workout. The process of abstracting movement content from ideas need sufficient time for development. Haiko's or simple poetry may also provide a beginning impetus.	

COGNITIVE COMPETENCIES (K-3) En Route Learnings	Teach to the Objective	Monitor Learner Progress
- Reverse, have children show a movement and let others brainstorm what it means or could mean.		Does the learner identify or observe a movement quality and associate it with a feeling or idea?
4.8 Can the learner list and distinguish between various forms of dances.	Frequently learners have not observed very much dance, either performance or informal. Discuss differences between bandstand type dance, aerobic dance, a d ballet or modern performing groups.	Does the learner list three different dance forms?
Use differences between - folk - creative/ modern - jazz - ballet - musicals - square - ethnic (African and Indian) - square - ballet	Show a VTR of various types of dance during the units. ITV has some dance programs in the arts series. Have a performing artist in residence, or guest appearance of of a dancer. Exposing learners to the wide variety of dance forms helps to endorse the cultural value and historical roots of dance in all cultures.	Does the learner distinguish between different kinds of dance forms?

(K - 3) - FITNESS COMPETENCIES

To understand the components of being physically fit and to gain an acceptable level of physical fitness and an appreciation for the life long value of fitness through participation in personalized physical education activities in the school, home and community.

By the completion of the third grade the learner will be able to:

1.1 Express verbally a positive relationship between fun and activity.
1.2 Cite three examples of active movements that are enjoyable (fun).
1.3 Identify the types of movements used in two different games or activities.
1.4 Describe at least three ways in which active movement effects the body.
1.5 Identify more than five components of fitness.
1.6 Identify three to five benefits of being physically fit.

PHYSICAL FITNESS

Introduction

The physical fitness objectives for this curriculum presented herein were based on several assumptions. It is important for the prospective user of this curriculum, the teacher, to be aware of these assumptions if the objectives are to be used in the proper context.

Assumption I: Physical fitness cannot be developed in the time given to a single unit of physical education at any one grade level. Therefore, the objectives given here are not for the physical development of fitness but for the cognitive development of physical fitness concepts. These concepts can be presented in a unit format or incorporated into other physical education or health units. Incorporation into other units is preferable at the early grade levels (K-3) where the intent is to relate the components of physical fitness to those movements and games the learner participates in on a daily basis. As the objectives become more specific to physical fitness (during grade 4), it becomes preferable to present fitness as a unit on its own. It is hoped that the development of physical fitness will occur as a result of positive feelings about physical activity developed concurrently in physical education classes, the school, home, and community. The cognitive objectives presented here are to be intergrated into the physical education classes to help the learner understand what fitness is, how it is developed and why it is important. Some of these objectives are shared with classroom teachers who are teaching health.

Assumption II: The learner will proceed from the objectives at the Kindergarten level to the secondary school level where a common text is used for physical education and physical fitness. Currently, Fitness for Life (2nd. ed.) by Corbin and Lindsey, Scott, Foresman and Company publishers, is recommended for use by the State Department at the secondary level. The objectives presented herein were designed to lead to the content presented in this text. The content is sound, basic physical fitness information supported by numerous physiological/behavioral studies. The point here is that regardless of the text used, the content will be basically the same and therefore, the objectives for earlier grade levels leading to that content are valid.

A reasonable concern for the user of this curriculum is where does one start if the learner is at a higher grade level and the curriculum is being used for the first time or where do learners new to the system start when they come from a system not using the curriculum? There is no easy answer to this question; however, it is hoped that one of the benefits of an established curriculum for physical education (and physical fitness) will be to provide basic competency guides for the discipline as it is the case with other disciplines. Therefore, if you are a fifth grade teacher and are initiating use of the fitness units, you should use the objectives for grade levels K-4 to test the learners, identify their present level of competency, and determine the most appropriate method to bring them up to level if necessary.

Assumption III: The prospective user might not be fully aware of the most recent physical fitness information and will therefore rely on the curriculum as the primary source of content. With this in mind, the "En Route Learning" and "Teaching to the Objective" sections of the curriculum for physical fitness (and other content areas as well) have been

written as specifically as possible or reference has been given specific sources to aid the user as much as possible. As a result, some users might find the material over-simplified or too wordy. Please keep in mind that users of the curriculum will have diverse backgrounds in preparation (some not even in physical education) and some might need the greater specificity. It is felt that this will allow for consistency in the content presented and support the attempt at establishing basic competencies.

Each of these assumptions play a critical role in how the user views the curriculum and, ultimately, in how the curriculum will be used. Remember: (1) The objectives are cognitively, not physically, oriented. Their intent is to develop knowledge, not physical fitness. (2) You are dealing with a progression that begins in Kindergarten and continues through to the secondary level (the phrase "ends at the secondary level" is not used since information is being provided to the learner as a basis for continued learning). And (3) The curriculum is designed to stand on its own as much as possible.

Resources

A.A.H.P.E.R.D. American Alliance for Health, Physical Education, Recreation and Dance
Recreation and Dance (AAHPERD) Physical Best, 1900 Association Drive, Reston, Va. 22091 (New PF Test)

American Heart Association, Putting Your Heart into the Curriculum, Primary level (K-2,pgs 1-55)Intermediate level (3-5, pgs. 55-126) Dallas, Texas: AHA National Center, 1982.

Corbin, C. and Lindsay, R. Fitness for Life, Glenview, Ill: Scott Foresman and Co., 1985.

Institute for Aerobic Research, Fitnessgram, 12330 Preston Road, Dallas, Texas 75230

The President's Council on Physical Fitness and Sports, Public relations material and PCPF test.
Suite 7103, 450 5th Street, N.W., Washington, D.C. 20001

Powell, D., (ed.) Healthy Life on Fitness, Southfield, Michigan: American Institute of Preventive Medicine, 1987.

Slim Goodbody Series, All Fit, 15 Fifteen minute Instructional Television programs and teachers guide.
South Carolina Educational Television viewing or purchase tapes from AAHPERD.
Suggested grade level is Third of Fourth. (The series has fifteen programs.)

Williams, C. et al. Personal Fitness: Looking Good Feeling Good, Dubuque, Iowa: Kendall Hunt, 1986.
An activity handbook is also published.

FITNESS COMPETENCIES (K-3)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
1.1 **Can the learner verbally express a positive relationship between fun and activity?**		Does the learner demonstrate an understanding that active means more than just moving certain parts of the body and that inactive is more than just sitting or standing motionless?
Describe games which are active and ones which are inactive? Chase and tag are active playing a video game or putting a puzzle together is inactive.	The learner needs to recognize that he/she participates in a wide variety of games-- some which are active and some inactive. The learner participates because he/she likes these games-- has fun. Fun can be had while being active or inactive. Stress this point, but since the goal of being fit is to enjoy being active, have the learners demonstrate or describe how they have fun while being active.	Does the learner demonstrate an understanding of being active by correctly selecting three to five pictures showing active involvement by individuals and families from a set of pictures depicting active and inactive participation?
Have the learners identify and demonstrate a favorite active game?	Identify as many favorite games as possible prior to the presentation of this objective so that equipment can be made available for students to use in demonstrations if necessary. Give the learners the opportunity to "show and tell".	Does the learner demonstrate at least one favorite game (activity)?
Demonstrate a favorite game by yourself or with a partner.	The teacher should make a note of what he/she feels is a demonstration of a "true" favorite games as opposed to copying.	

FITNESS COMPETENCIES (4-6)

En Route Learnings	Teach to the Objective	Monitor Learner Progress
1.0 **Can the learner identify the health related components of physical fitness?** -Cardiovascular fitness -Muscular strength and musculare endurance -Flexibility -Body Composition	The health related components of physical fitness refer to the overall health and physical condition of the systems of the body whereas the skill related components of fitness refer to those facators which allow a person to be a good athlete. It is important that learner recognize the fact that one does not have to be skillful to be healthy and physically fit. Define each of the health related components and review their meaning from the K-3 fitness cognitive compentencies. Talk about why each is important to the health of the body.	Does the learner identify the health related components of physical fitness?
Have the learners match health related components to appropriate items of measurement on the fitness test used by your school system.	Learners need to have regular yearly assessment of their health related fitness. If possible these assessments should be reported to parents, since parents will play a vital role in providing opportunities for learners of this age to increase the amount of activity they get. A K-5 fitness tracking assessment would be most helpful to learners and parents. This allow self evaluation rather than peer comparison.	Does the learner match the items on their physical fitness test with the appropriate health related components of fitness?
Have the learners compare item scores from year to year and assess what areas of health related physical fitness they need to work on to improve their health fitness	The fitness test selected should be used to assess and to teach the concepts. Try not to assess without helping students understand what it is and why it is important. For example, sit-up and modified pull-up measure muscular fitness in the AAHPERD Physical Best Fitness Test and the FitnessGram Test. Running is the measurement device for cardiovascular fitness and indicates how well the heart and lungs are working. Body composition is best measured by skin fold measurements. Discuss with learners the results of the National Children and Youth Fitness Studies and how children are less active and heavier and why? When possible, teachers should provide individualized programming for students identified as very low (bewlow 25% quartile) in criterion measures.	Does the learner identify the health related components of fitness that he/she may need to improve? Does the learners know at least two ways to improve the health related component that he/she has identified as needing attention?

FITNESS COMPETENCIES (K-3)

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.2 Can the learner cite three examples of active movements that are enjoyable (fun).		Does the learner name three examples of active movements that are enjoyable (fun) ?
Have the learners describe why active play is fun?	Some learners who are basically inactive might not associate fun with activity. Have these learners participate in various active situations to see if they find something which they feel is fun.	
Why did you enjoy the game you were playing?	The learners' descriptions are expected to be simple but should show that learners realize that something is gained from having fun while being active.	Does the learner respond with terms typically associated with having fun?
Why are games fun? Did you play with a friend?	These descriptions are most likely to be sought during a question and answer period. Aid the learners in formulating a decription if necessary. Are terms or phrases such as "I like it", "It makes me feel good," or "I do it with my friends" used?	
1.3 Can the learner identify the type of movements used in two different games or activities?		
Have the learners relate movement to specific games? -Jump Roping -Jumping -Baseball -Throwing & Catching	Learners often perform movement and participate in activity with little or no realization of what their body is doing. They need to relate their movements to activities, if they are to understand limitations and ways to overcome these. Learners can perform various movements involved in a specific game when the teachers call the name of the game. Why a movement was used and how it applies to the game can be discussed.	Does the movement performed by the learner go with the game named? Does the learner know how the movement is used in the game?

FITNESS COMPETENCIES (K-3)

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.4 Can the learner describe at least three ways in which active movement effects the body?		Does the learner name at least three ways in which active movement effects the body?
Have the learners identify ways in which the individual grows and develops?		
Height and weight.	Height and weight charts from learners health records can be used to emphasize growth due to aging. Have the learners take and record height and weight, discuss the individual differences, and discuss differences between adults and children.	Does the learner identify changes in height with bones getting longer and changes in weight with muscles getting larger?
Physical, mental and emotional development.	Discuss with the learners that bones and muscles not only grow but also develop--along with other parts of the body. Tell them that is why they can run faster, climb better, throw further, balance better, etc. than they could before. Ask them for specific examples of things they feel they can do better physically.	
Have the learner identify positive ways the body is benefitted through exercise?		
Such as: exercise stimulates bone and muscle growth.	The learner can identify changes internally as well as externally--not just a larger body but also larger, stronger bones, stronger muscles, a healthier heart, etc.	Does the learner associate exercise with its effect on a given body part?

FITNESS COMPETENCIES (K-3)

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Have the learner identify the heart as a special muscle that also gains in strength when one exercises?	This objective can be taught as a science or a health objective as well as a fitness objective. Regardless of the area under which it is taught, it should be related to vigorous physical activity and the work the heart is doing.	Does the learner identify the heart as a muscle when asked where muscles are in the body?
The heart gets stronger with exercise and as you grow. Places on the body where one can check heart- or pulse rate.	The learner can understand that a muscle in the area of the leg grows stronger because of the increased work it does during exercise and the learner can associate this with the heart's beating faster (doing more work) during exercise. The learner can take their pulse before and during exercise to show the effect of the exercise. It is also important for the learners to know that as they grow, the heart grows stronger, especially if exercised. The pulse rate will lower as the heart gets stronger. The learners can be encouraged to keep a record of their resting heart rate throughout the year (and longer) to watch for changes.	Does the learner count the pulse to show an increase in heart rate due to exercise? Does the learner chart the number of times they are able to perform a specific exercise and can the learner identify which exercises will strengthen particular muscle groups?
-neck -armpit -wrist	Note: It is not necessary to introduce the concepts of aerobic and anaerobic fitness and the need for a time to improve cardiovascular fitness. The objective is simply to show the learner that the heart is a muscle which responds to exercise and the response can be detected by an increased heart rate.	
Do learners associate improved performance with physical activity /fitness? Improving performance make it easier to breath.	The learners should notice breathing rate as well as heart rate and relate these to "ease" of performance. Learners do not have to be singled out as "poor" or "good" performers but it should be noted that learners who have more difficulty as a group respond with higher heart rate and breathing rates than those who have less difficulty. Have learners role play where they act weak and tired while trying to do exercise and then exercise at a more vigorous level.	Does the learner identify lower heart rate and breathing rates with improved performance? Does the learner associate ease of performance with being stronger and more active?

FITNESS COMPETENCIES (K-3)

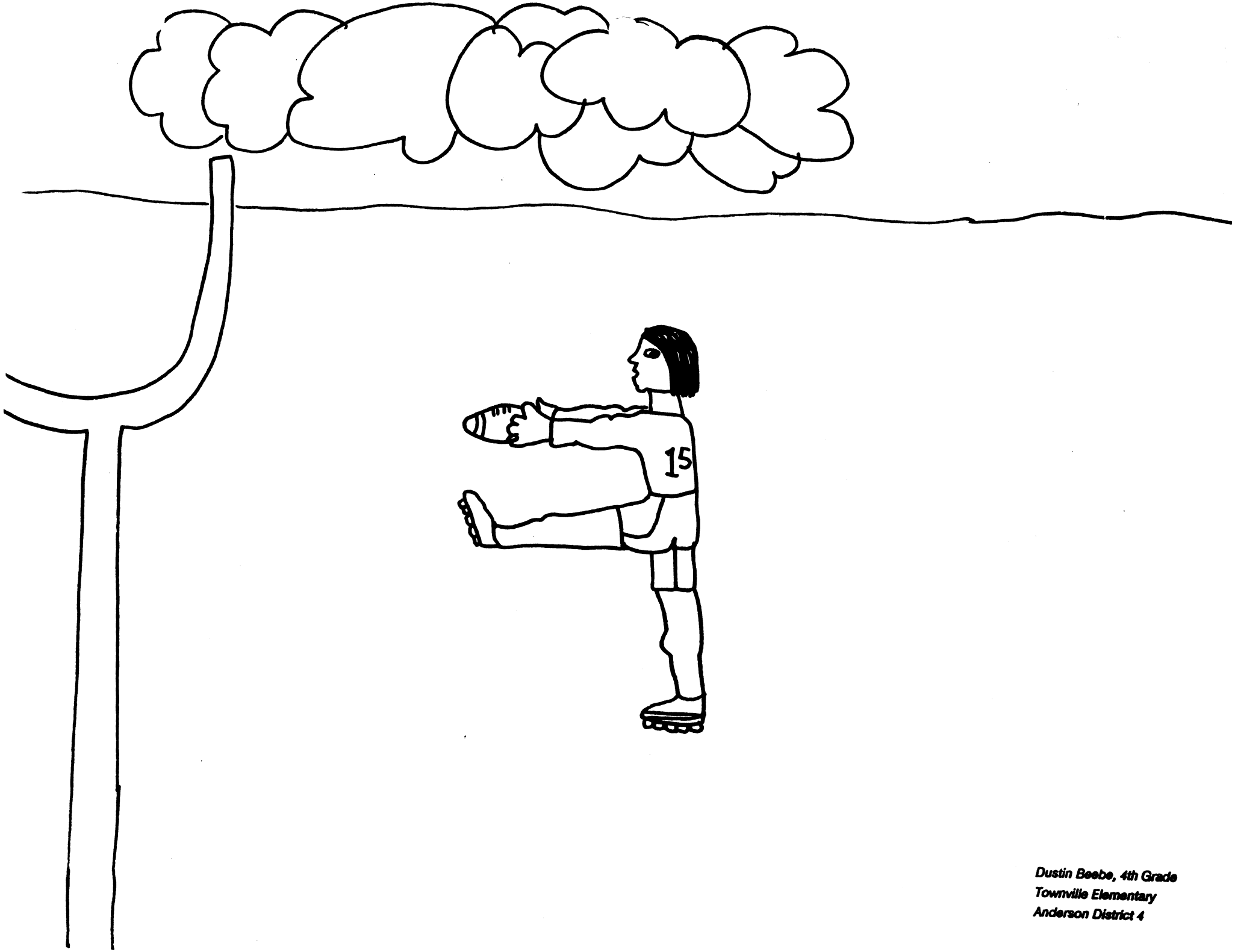
En Route Learnings	Teach To The Objective	Monitor Learning Progress
Heart rate will be lowered with improved performance.	Discuss why they did what they did while acting weak.	
Have the learners identify those things they do better as a result of being healthy and active? Such as: Run faster. Run longer. Do more sit-ups. Balance longer. Throw and/or pitch further. Play longer.	Use the personal experiences of the learners to show what happens when a person is unhealthy. Have the learners identify those things they cannot do when they are ill or injured. The learners can then list these things as positive benefits or being active and healthy. Again, the learners should be led to associate improved performance not only with activity and health but as a normal part of growth and development. If body weight (in excess) is noted as a negative factor in health and physical performance, care must be taken not to alienate overweight children if there are any in the class. The learners should also identify positive benefits of being active as well as negative effects of inactivity. This can also be done through word association.	Does the learner associate decreased performance with illness and inactivity and improved performance with health and activity? Does the learner show through verbal or written testing questions that the heart rate increases with physical activity and that physical activity helps to condition the heart and to make it stronger?

FITNESS COMPETENCIES (K-3)

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.5 Can the learner identify more than five components of fitness?		
	The learner should be able to write or recite a definition of fitness. The definition might not include all components of fitness but when asked to complete the sentence "Physical fitness is (or means)_____," the learners are likely to include at least one of the components in completing the sentence.	Does the learner give examples of components of fitness when asked what fitness means? Does the learner identify at least five components of fitness?
Cardiovascular endurance Muscular endurance Strength Flexibility Body fatness Agility Balance Coordination Power Reaction time Speed	As the components are given, the teacher can let the learner perform the items from the fitness test battery. This can be done as a test (since the learner should be assessed yearly) or it can be done as a self-testing. As the learner identifies a component of fitness, he/she should be able to tell what the component involves. Again, simple definitions are important. Speed means to run fast, strength means to pick up or push or pull a heavy weight, flexibility means to stretch and bend (the muscles and joints), etc. A flower petal example can be used to identify the components of fitness. This time each petal might be a different color. A second set of petals could then be used to make another flower where the definitions of each component matched the component in color. Also, a definition flower could be left uncompleted with several definitions being on the same color paper. The learner would have to choose the correct definition. Any completion type situations could be used. It is important at this time to stress the point that fitness is a whole made up of several parts. Completion type activities help show that all the parts are needed to complete the whole.	Does the learner show or tell by example or by a written exam using matching items five of the eleven components of fitness? Does the learner define a particular component of fitness correctly when asked to do so?

FITNESS COMPETENCIES (K-3)

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.6 Can the learner identify three to five benefits of being physically fit?	In the previous objectives, the teacher presents the body parts along with the function. The learner should be able to identify the function as well as the part. Of course, the idea is not to present an indepth physiological study but to present basic ideas such as "The heart works like a pump. It pumps blood throughout the body twenty four hours a day so the body can work. The stronger the heart, the better it pumps blood to the rest of the body and the better the body works. We can work or exercise for a long time when the heart is strong. We call this endurance which means to last a long time. the lungs help the heart give us endurance Check the American Heart Association's "Putting Your Heart Into Your Curriculum" The concept the learner gains is that a strong, fit heart gives us endurance or allows us to work or exercise for long periods. This basic concept will be expand later.	Does the learner correctly match a fitness function with a body part associated with fitness?
Have the learners give a fitness function associated with the bones, muscles, joints heart, and lungs?		Does the learner correctly match a fitness function with a body part associated with fitness?
Bones - strong bones provide the foundation for all movement.		
Muscles - provide strength, speed and power and effect flexibility.		
Joints - allow for flexibility, in all movement.	All Fit With Slim Goodbody, a 15 program, fifteen minutes each ITV series stresses the components and benefits of fitness and provides both knowledge and activity for students. Encourage classroom teachers to use it. It is appropriate for third or fourth grade level.	
Heart and lungs provide blood with oxygen which gives us energy and endurance.	Fitness, because of its popularity, might be one of those words the learner are familiar with but do not understand. It should be explained in terms relative to the learners. Terms such as strength, endurance, flexibility, speed, power, etc, can be introduced, but more elementary terms should be used such as stronger muscles, run faster and longer reach further etc.	
Help learners associate active and healthy with being "physically fit"?		Does the learner use words such as healthy and active when asked to tell what fitness means?



Dustin Beebe, 4th Grade
Townville Elementary
Anderson District 4

Grade/Level: Fourth

Concept/Activity: Educational Gymnastics - Body Management

Objectives: The learner will be able to:

BM.4.1. Achieve a complete extension while performing a cartwheeling action and during momentary stillness of the handstand.
BM.4.2. Roll onto a low piece of equipment.
BM.4.3. Use a variety of takoffs to go onto or off of the equipment.
BM.4.4. Use forward roll to gain momemtum into another action.
BM.4.5. Move into and out of a balance showing control and supporting all or part of the body weight on or with another student.
BM.4.6. Develop a movement sequence on the equipment which includes an inverted balance and rolling actions.

En Route Learning	Teach To The Objective	Monitor Learner Progress
4.1 Can the learner achieve complete extension in a cartwheel action and in a handstand?		
Show good extension while performing a cartwheel. Show complete extension during stillness in a handstand. Come out of the handstand with a soft return to the feet.	Both the cartwheel and handstand have been developed as prior experiences in K-3. At this level students should be encouraged to practice each action until good form is achieved. Several minutes of each class period should be devoted to practice of these specific skills.	Does the learner perform an extended cartwheel achieving an even rhythm (hand-hand-foot-foot) in a straight line? Does the learner kick up into a handstand, achieve complete extension, momentary stillness and return to the feet softly and in good control?

En Route Learning	Teach To The Objective	Monitor Learner Progress
4.2 Can the learner roll onto a low piece of equipment? Using a padded	The learner is asked to jump into a roll on top of a piece of equipment in this experience. This is an advanced skill and all student may not be ready. If students are not ready, they should get on the equipment first and then roll.	
Use a padded vaulting box, table, spool, folder mat or other padded large surface, jump up into a roll onto the piece of equipment.	The equipment must be high enough (at least on foot high) to permit this action safely. The action should be taught with weight on hands, hips up, and then tuck and roll. Attempting to roll before hips are up will not work. A transition can be weight on hands-hips up and only begin the tuck when form and momentum are shown. A two foot take off from a hurdle is most helpful here. (one to two feet and up).	Does th learner jump to a controlled roll onto a low medium height piece of equipment and come off the equipment safely (any way)?
4.3 Can the learner use a variety of takeoffs to go onto the equipment?		
Use a combination of one-one, one-two and two-one takeoffs into the air from a run.		
Use a combination of one-one/one-two/two-one feet to move over and onto different pieces of equipment. -low single equipment. -higher single. -combined equipment.	Teach each type of takeoff directly if necessary. Use low pieces of equipment first and then increase height and move to combinations. Stress full force production and extension in flight. The more force used the more critical the landing. Just as in any landing the learner should be encouraged to absorb the force of the landing through flexion and to maintain stillness.	Does the learner use a one to two; one to one; and one to same foot takeoff to move onto or over a medium height piece of equipment landing with control?

En Route Learning	Teach To The Objective	Monitor Learner Progress
4.4 Can the learner use a forward roll to gain momentum into another action?		
From a forward roll, roll into another action and keep going.	The emphasis here is on continuity of action - using the roll to gain momentum into another action (ex., roll-cartwheel "step out of the roll into the cartwheel or another action).	Does the learner roll (forward, backward, sideways) into another action showing continuity and smooth transitions?
Choose a roll in a different direction and do the same thing.	Explore the potential of the forward roll first (refining for quality) before asking for sideways and backward/ shoulder rolls.	
4.5 Can the learner use a partner to support balance?	You cannot ask learners to work with each other in this way unless you have first developed a safe and controlled environment for this work. Typical partner stunts will come from this work such as thigh mount, but the outcomes should not be limited to this. Give learners an example to illustrate important aspects such as: feet supported by partner's shoulders (hands and knees position.	
Balance with at least one part of your body supported by a partner.	Stress moving into and out of position safely and holding a good balanced position.	Do the learners demonstrate at least three ways in which they might support each other's weight showing:
Explore different parts.	Then ask partners to explore other ways in which they might support other body parts. If one partner is considerably larger, changes in partners might be necessary.	1. stillness. 2. extension. 3. safety and control moving into and out of position?

En Route Learning	Teach To The Objective	Monitor Learner Progress
4.6 Can the learner incorporate inverted balance and rolling action using equipment with their sequence work?		
Balance in an upside down way on your equipment (at least one body part on the equipment.	Any box, folded mat, bench, or beam, is suitable for this. It needs to be larger than a low box or beam for this size learner. Hanging equipment is also suitable, ropes, rings, bars, etc.	Does the learner do an inverted balance with good form on a piece of equipment (partial or total support)?
Use a roll to move on to or off of a piece of equipment.	Encourage learners to explore using the equipment to fully or partially support their bodies.	
Design a sequence on your equipment that uses an inverted balance and a roll.	Explore rolling on large surfaced equipment where dangers of losing balance are not great. Then encourage moving off with a roll landing on feet (this should occur naturally). Stress safety and tight curls and <u>slow</u> movement.	Does the learner demonstrate the ability to: 1. roll on top of. 2. roll off of a large surface piece of apparatus? Does the learner demonstarte a movement sequence on the equipment which contains both an inverted balance and a rolling action?

Grade/Level: Fourth

Concept/Activity: Educational Sport/Object Manipulation - Tossing/Throwing

Objectives: The learner will be able to:

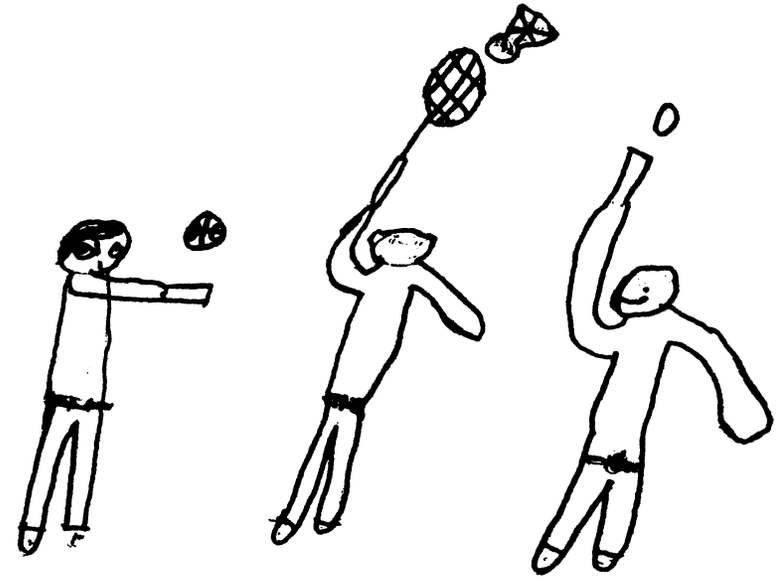
G.4.1. Toss (both underhand and overhand) a catchable ball to a moving receiver twenty feet away.
G.4.2. Toss and receive a ball with a partner while both are moving in a small (fifteen by fifteen) space.
G.4.3. Use an overhand throw to hit an area on a wall above a five feet line from a distance of forty feet.
G.4.4. Use appropriate throws in a three person "keep away" game setting.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
EQUIPMENT: Lightweight ball or small, medium size for each learner. (Bean bags may be needed by some) Spot or floor markers, indoor and/or outdoor area, wall or fence, goal or target for each group of three.		
4.1A Can the learner toss underhand to a moving receiver? Toss underhand to the target twenty feet away. Toss underhand to a stationary partner. Toss so the partner has to take a step to the right/left in order to catch the ball. Toss a catchable ball to your moving parter who is at a distance of twenty feet from the tosser.	Frequent opportunities to toss a ball back and forth while partners are moving through group-shared space help to develop awareness. Learners should be encouraged to "move into the open spaces" and to "lead the receiver". Gradually enlarge the space, so that more powerful throws are needed. Model catchable throws. Stop learners who are having trouble, narrow their distance until they succeed, then gradually move apart. Teacher or student designed games, which require moving the ball by passing it in large spaces with the receiver moving, may be used. Challenge small groups to to spread out the length of a field, run and turn, and attempt to throw the ball from player to player to get it to the end in the fewest number of passes. Games of two-on-two may be introduced as skill increases and offensive and defensive tactics are taught.	Does the learner make catchable and leading throws in three out of five trials?
4.1B Can the learner toss overhand to a moving receiver?	Allow learner to select the ball they feel most appropriate. Provide choices of medium sized lightweight balls. Bean bags may be prefered by some learners.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Toss overhand to the target twenty feet away. Toss so that your partner has to step to their right/left in order to catch the ball. Toss a catchable ball to your partner who is moving.		
4.2A **Can the learner accurately toss/ catch a ball while moving?** While moving slowly in this are, toss the ball into the air and move to catch it. Move around in an specified area and toss to a stationary partner or target. Move around and catch the ball your partner tosses to you, throw the ball back to your moving partner.	Start with only one partner moving, then both partners moving in the same direction and finally, moving in different directions. Model how the toss should be directed so the received doesn't need to stop or break stride ("lead the receiver"). Encourage learners to "toss the ball sometimes high and sometimes low to the partner". Both underhand and overhead tosses should be used. The area for partners may become larger as partners increase in skill. Challenges which encourage learners to "use all of your space". and "make five tosses without missing" help maintain focus. Use a variety of balls.	Does the learner demonstrate the ability to toss/catch a ball to self while on the move for fifteen seconds?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
4.2B **Can the learner accurately toss to a moving receiver?** Toss a ball to a partner which forces the partner to move to receive it. Stand still and toss the ball to your partner who is moving in this area.		Does the learner accurately toss to a moving receiver three out of five trials?
4.2C **Can the learner toss and catch a ball with a partner while both are moving?** Given a specific area, toss the ball back and forth without stopping.		Does the learner have the ability to toss and catch the ball with a partner while both are moving for fifteen seconds?
4.3 **Can the learner throw a ball overhand a distance of forty-five feet?** Rotate the upper body and step forward on the non-ball foot in the throw. Throw from varying distances of thirty-forty feet and hit the wall above the five foot line.	Continuous opportunities to "throw hard" and reminders to "take the ball back, elbow up; step, throw and follow through" should be given. Games like "Throw Baseball" may be used to practice throwing hard (one batter, three basemen, one pitcher and one catcher; three bases, home plate and small whiffle-like ball.)"Batter" throws ball into field and attempts to make it to all three bases and home before the ball. Fielders must send ball to all four bases in order so that catcher tags home base before runner gets there. Runner scores a point if he/she beats the ball to home. Players rotate positions after each bat and keep individual scores. Vary size of field according to throwing/catcing skill.	Does the learner demonstrate the ability to throw a ball overhand for a distance of at least forty-five feet four out of five trials? Look for key point: ...ball back, arm 90 deg. ...weight slight and opening up of trunk. ...forward step on opposite fast ...release at 45 deg. with waist action. ...follow through.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
4.4 Can the learner demonstrate appropriate throwing and offensive skills in "keep away" game setting?	Those learners who understand how to throw around a defender to a goal, and how to move to defend that goal in a one-on-one setting are ready to move to a three person setting. The process of defending and the process of maneuvering around a defender should be explained and modeled for the learners. Appropriate uses of different kinds of throwing patterns should be modeled and encouraged.	Does the learner demonstrate the ability to use appropriate throwing skill in offensive and defensive strageies in a two-on-one situations for one minute?
Working with a partner, stay between passer and receiver or goal, and maintain awareness of both ball and receiver.	Specific instruction and practice in offensive and defensive tactics should be planned. Initial experiences should allow the defender to gain the offense by merely touching the ball. As skill improves, the defender may need to actually control the ball before becoming a thrower. A throw at a goal or target may be allowed after a set number of successful passes. This may then result in a point and rotation in positions. The size of the playing area should be adjusted according to the skill of the three participants. Modified Team Handball type games can be useful to practice these skills.	
Work in a one-on-one setting both to defend and to throw to a grow.		
Work with a partner on "offensive" strategies. Use of quick passes, moves toward goal, use of fakes.		



En Route Learnings

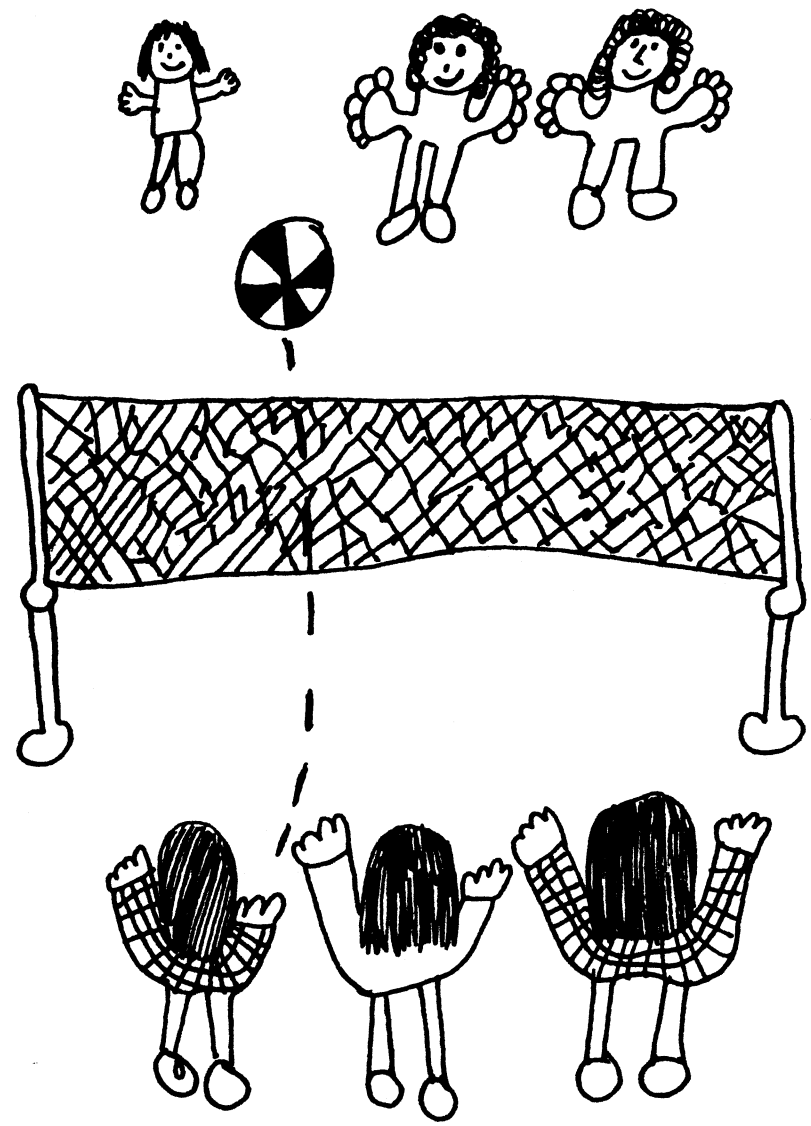
Practice both offensive and defensive strategy in a two-on-one setting. Learners take both roles.

Work in a group of three a maintain the game setting

Choose the throwing pattern needed for each throw in your game.

Teach To The Objective

Monitor Learner Progress



Grade/Level: Fourth

Concept/Activity: Educational Sport/Object Manipulation - Catching

Objectives: The learner will be able to:

G.4.5. Receive on the move, a ball tossed from a distance of fifteen to twenty feet.

G.4.6. Receive a toss from a stationary partner coming from a variety of levels and get rid of it right away to a stationary partner.

G.4.7. Work on the move with a partner in a small fifteen by fifteen area to alternately pass and receive a ball using a smooth transition.

G.4.8. Catch a batted nerf or whiffle ball coming as a grounder, fly ball or drive.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
EQUIPMENT: Variety of balls of different sizes and weights for learners to select from, spots or markers, nerf or whiffle balls, bats and batting tees.		
4.5 **Can the learner move to catch a ball?** Catch a ball that is tossed (accurately) to you from distances of ten to fifteen feet. Work with your partner to toss and catch the ball. Move to catch the ball, then keep running to your spot.	A variety of ball sizes and weights should be available for this practice. Some learners will need a larger ball, but all should be encouraged to work with different balls to see how ball size and weight influence the task. Start with accurate tossers and provide a "spot" or marker for the catcher to move to receive and catch the ball. Games such as "Three Person dodgeball" (two throwers and one dodger, rotate positions after time interval), give practice in moving in relation to a ball both as a receiver and as a dodger (learners must be taught the difference in moving to dodge a ball and moving to catch a ball so that this is not a point of negative transfer).	Does the learner move to catch a ball which is tossed from a distance of fifteen to twenty feet and accurately catch the ball in three out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
4.6 **Can the learner catch balls coming from different trajectories and immediately return them to the thrower?** Catch a ball that comes from different levels (low level, high level, middle level). Work with a partner (or a target) to toss to while you are moving. Work with a partner to catch a ball while moving and immediately toss it back to the partner. One partner may remain stationary.	Start with the receiver moving very slowly and the ball coming on a predetermined trajectory - high, middle, low. Gradually shift the responsibility for determining the trajectory to the thrower. Use a variety of ball sizes so that all learners have opportunities with large and small balls. Teacher or student designed games which are built around such rules as catching only low to the floor, or catching only above the head, or 5 catches before throwing for the target/goal, or receiver must always be moving when ball is caught. or must throw/catch from each side of the game area, etc. may be used to practice catching skills in small groups.	Does the learner catch at all three levels and return the ball to the thrower in two out three trials?
4.7 **Can the learner maintain smooth transition while passing and receiving on the move?** Partners move continually around in "this area" and keep good space between the two of you. Work with a partner to catch a ball then smoothly throw it back.	See Teach to the Objective suggestions in proceeding objectives in catching at this grade level. The emphasis is on the automation or smoothness of the transition from catching to throwing while moving.	Does the learner alternately pass and receive (catch) a ball while moving for a duration of twenty to thirty seconds? Look for a "flow" or smoothness between the catching and the throwing action.

En Route Learning	Teach To The Objective	Monitor Learner Progress
4.8 Can the learner catch a batted whiffle or nerf ball?	Review hand positions and body positions for catching and practice mimetically before working with a ball. Have partners throw in set patterns (high balls, low balls, etc.) for practice, then when catchers are successful at each pattern allow them to mix their throws.	Does the learner catch a grounder, fly or drive ball three out of five trials?
Practice with a partner catching balls that are thrown high in the air; thrown straight to you; and that are rolling or bouncing to you.	Challenge throwers to make challenging but "catchable" throws and catchers to make a set number of catches in a row, or out of a given number. Be sure that catchers have sufficient practice with throwers who are skilled and controlled throwers. Play the "Scurry Drill" (call our direction and trajectory) for learners to move and assume proper catching position.	
Work with a partner who is batting from the tee. Field four out of six fly balls; Four out of six grounders and four out of six drives.	Switch to batting off of a tee and use skilled batters for practice at first. Work with groups of three (a batter, a fielder and a catcher). Catcher retrieves ball tossed in for batter - rotate positions. Use games that emphasize fielding batted balls. Try "Five Hundred" (batter hits from tee, three or four fielders are scattered, fielders become batter by reaching a total score of 500. Scoring is 200 points for catching a ball on the fly, 100 for first bounce catch and 50 points for fielding a grounder cleanly. Whenever change of batters is made fielders lose their point and must rotate positions on the field). Provide similar games as useful practice settings. Encourage partners (batters) to provide challenge to learners by hitting a variety of balls.	
Work to catch seven out of ten hits made by your partner.		

Grade/Level: Fourth

Concept/Activity: Object Manipulation/Striking With Implements

Objectives: The learner will be able to:

G.4.9. Use a short handle racket or paddle and a "nerf" or "all" ball to alternate hits (bounce-strike-bounce) against a wall with a partner.

G.4.10. Bat accurately a ball tossed from a distance of twenty feet.

EQUIPMENT: Short handle racket or paddle per student tennis ball size, dense foam ball or lightweight bouncing ball per student, floor markers, wall or other rebound surface inside or hard surfaces outdoor area, roll or net per student, bat, batting tee, or whiffle (or other size ball) per learner and large "target" for batting focus.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
4.9 Can the learner alternate hits against a wall with a partner?	Start practice with each learner striking to wall and working alone. Review/ model striking pattern and have learners practice moving to the ball and getting their side to the wall. They should be taught about "returning to home" as they work on this activity. Some form of marker or spot on the floor will help them remember this. As they gain control working alon e begin to have them work cooperatively with a partner to alternate striking the ball to the wall. Provide a good model so that the learners can see how they need to maneuver in relation to the ball and to each other. As they become more skilled, allow them to establish some form of wall target to add to the challenge. Challenge them to count and see and see if they can hit five, ten, fifteen, continuous alternating hits.	Does the learner control both ball and body sufficiently to work with a partner to keep the ball going for five hits?
Hit against the wall in a bounce/ strike/bounce pattern until you can make five hits in a row.		Watch to see that each learner: ...strikes with "off side" to wall. ...strikes, then moves to home so partner can strike.
Work with your partner to keep the ball going as you take turns hitting in that same bounce-strike-bounce pattern.		
Now work with your partner to keep the ball going over the net.	Use a rope/net placed about three feet high and let the learners practice the same skill hitting alternately across the rope. The boundaries may be teacher or student set.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
4.10 Can the learner hit a ball accurately that has been tossed from twenty feet?	The "target" for this accuracy measure should be large. Its purpose is to demonstrate the batter's control. Allow practice in aiming by hitting from a tee. Provide "footprint" markers for those who need them.	Does the learners accurately bat a ball tossed from twenty feet three out of five trials?
Use a tee to bat with control by hitting the ball to the target five times in a row.		
Direct a ball by aiming with the bat and by shifting the foot position.		
Work with a partner to hit a ball that is tossed from twenty feet.	Play "modified" <u>One Old Cat</u>. (Group of twelve, divided into three teams of four.	
Mark a target on the wall or fence that partners will practice aiming and hitting as they take turns batting.	learners each. One team of four at bat, other two teams in field [Team "A" scattered in field positions] First batter hits ball into field and attempts to run to first base and home in one complete trip - may not stop at any base. One complete trip without an out scores a run. The runner is out if (a) fly ball is caught or (b) field player touches the runner with the ball before reaching home. When all of one team has batted then the three teams rotate positions. the team with the most runs wins after all have had equal number of "at bats".	
As you play this game, concentrate on aiming where you want the ball to go as you hit it.		
wall or fence that partners will practice aiming and hitting as they take turns batting.		

Grade

Concept/Activity: Educational Sport/Object Manipulation - Basketball

Objective: The learner will be able to:

G.4.11. Maintain possession of the ball using a dribble while a defensive player (partner) is trying to make the offensive player lose possession of the ball.

G.4.12. Receive a pass from a partner while guarded by a passive defensive player and
- A. pass immediately to a moving player.
- B. convert the pass into a dribble in a fluid motion.
- C. receive a ball, stop without traveling, pivot and pass in a new direction.

G.4.13. Get two out five foul shots into the basket (lowered) from a minimum distance of two feet in front of the foul line.

G.4.14. Get one out of five shots into a lowered basket using a one hand set shot from a distance of ten feet. (Note: where sufficient equipment is not available this objective will not be taught).

* NOTE: Third Grade Basketball Objectives and ball handing skill in striking and throwing should be established before this material is taught.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
4.11 Can the learner keep the ball away from a defensive player using the dribble? Keep the body between the ball and the defensive player. Maintain good dribbling form. Transfer ball to nondominant hand (if skilled enough). Keep ball low and close to body.	En route learnings #1 and #2 will be developed simultaneously. The defensive player should "try" to make the opponent lose control but NOT try to get the ball. Each of the cues for offense and defense should be practiced separately as a focus before being combined. If the learners can maintain control of the ball, ask the defensive player to gradually become more aggressive. Limit space to increase difficulty of the learning experience for the offense. Increase the space to decrease difficulty. As learners on offense and defense demonstrate control of these learning experiences design an activity that will have them apply the learning. Challenge the offensive player to maintain control for thirty seconds against a passive defensive player.	Does the learner maintain control for a minimum of twenty seconds against a passive defense player? Look for: 1. Maintaining dribbling form and control. 2. Body between ball and defensive player. 3. Quick changes in direction.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Watch the center of the opponent's body for changes of direction. Use fakes and quick changes in direction.		
4.11A Can the learner on defense make the offense loose control? Maintain good defensive position. Use fakes and quick changes in direction. Anticipate changes of directions of the offense player.	As described in the previous En Route Learning #1 these two experiences are to be developed simultaneously. Be sure to rotate the learners from offense to defensive as appropriate. The offense can be given a focus at the same time the defense is given a focus.	Does the learner make the offensive player lose control by: 1. Maintaining good defensive position? 2. The ability to anticipate the offensive players move?
4.12A Can the learner pass immediately to a moving player after receiving a pass on the move? Stationary passer passes ball to a receiver moving to the right or left (eight feet). forward or back. -increase distance. -increase speed.	The lead pass is often the most critical concept to be mastered for this level. The pass should be ahead of receiver so the receiver does not have to turn back or stop. Developing a responsibility for the receiver catching the ball should be primary objective. Catchable passes are relative to the ability level of the receiver. Learners should be encouraged to make accurate crisp passes with good form. Stop and refine for this if necessary. Encourage cutting away from, not toward passer to create space. Look for good form and accurate lead passes as well as use of space. Each set of learners should have the use of a space approximately twenty by twenty feet.	Does the learner pass the ball on the move to a partner on the move continuously in a twenty by twenty foot area? Count how many passes in a row you can make in thirty seconds without: 1. Losing control of the ball? 2. Having to stop to receive it?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Receive a pass on the move and get rid of it within two steps to a moving receiver. -change directions of receiver. -change distance of receiver. -change speed of receiver. -increase number of participation to three.	Keep the ball and both partners moving with good passes in a thirty second period of time.	
4.12B Can the learner receive a pass on the move and convert it to a dribble in a fluid motion? Receive a pass from a partner on the move and dribble several times before returning the pass. -start slow increase speed. -increase distance. Increase the number of participants to three. -start slow then increase speed. -increase distance.	A primary emphasis here is the smooth transition between receiving the pass and dribbling and passing. If it does not develop naturally through this experience, go back and teach how to do this very directly. When three people are added teach for cutting into a space to receive a pass and anticipating the direction of the pass...one pass ahead of the play. Model in slow motion as you explain where the player should be in relation to the other player. In an area twenty by twenty keep the ball moving with a partner (group of three) passing and dribbling on the move. Two aspects of monitoring are critical here. 1. Accuracy and effectiveness of passer. 2. Movement of receivers in space (use of space and cutting into space).	Does the learner convert the pass into a dribble in a fluid motion in three of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
4.12C **Can the learner receive a ball, stop without traveling, pivot and pass in a new direction?**	Establish good pivot form first without the ball and then with the ball. Practice until the pattern does not need the full concentration of the player. Keep the focus of the work on the pivot until it is naturally incorporated into moving receiving and combinations. Encourage steps in a wide forward position that are preparation for the pivot. At this point the defensive role should just be to prevent a pass in the direction the receiver is initially facing. Once the receiver pivots and initiates the pass in a new direction the defensive player should permit the pass. Make clear the necessity of the pivot by clearly giving examples of the traveling violation in basketball from a variety of situations.	Does the learner utilize the pivot with either foot?
Jog when you hear the signal, stop, pivot and take a step in a new direction.		Do learners pivot after receiving a pass or after stopping from a dribble to pass in a new direction in two of three trials? 1. A stop without illegal steps and in a forward stride position? 2. A pivot off the front or rear foot as appropriate? 3. Maintaining good passes (effective and efficient)?
Receive a pass on the move, stop, pivot and pass in a new direction in groups of three. -slowly. -increase speed. -increase distance.	In groups of three keep the ball moving on the move utilizing a stop after receiving the pass, a pivot and and a pass in a different direction. All previous aspects of passing and receiving skills should be retained. If not, regression may be occurring and repeated practice is necessary.	
Receive a pass, dribble, stop and pivot with a partner. Dribble and pass with a partner against one passive defense utilizing the pivot and a variety of passes.		Do the learners in a two-on-one situation use the offensive strategies of dribbling, pivoting and variety of passing for thirty seconds while retaining ball possession in three of five trials?
4.13 **Can the learner use a two hand set shot?**	The set shot is usually used for distance shooting but may be necessary for the young learner to use in a foul shot situation. It is taught here for that reason, and followed with the teaching of the one hand set shot.	Does the learner hit two out of five foul shots from a line two feet in front of the foul line?
Use a two hand set shot form to hit the wall from a distance of three feet.	Teach the stance and form initially without the ball. Progress to the use of the ball against the wall and then with a basket. 1. Forward stride position. 2. Bending knees.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Use a two hand set shot form to place ball in the basket from a distance of five feet. Use two hand set shot form to shoot a foul shot two feet in front of the foul line.	3. Cocking wrists. 4. Use of total body in force production. 5. Follow through in line of direction. 6. Point of aim the rim. Foul shooting is a closed skill. Emphasize replication of action the same way each time. Move students who are ready back to the foul line. Contest's between individuals or groups can be designed to test ability. Individual progress records can also be kept and posted if similar ability levels are present.	
4.14 Can the learner use a one hand set shot effectively? Practice for stance execution and follow through of one-hand set shot without the ball. Practice with the ball against a wall or to a partner (four feet). Practice one hand shot five feet from in front of basket. -increase distance. -change direction of shot.	Establish form first in easy conditions and then increase distance and direction. (Against a wall etc.) Emphasize 1. Forward stride position. 2. Flexed knees. 3. Drop and cock wrist. 4. Rolling ball off finger pads. 5. Follow through in line of direction. 6. Point of aim is the rim of the basket. Give learners a lot of practice time but make it good practice. Have every shot count. Start in front of basket and then move toward the side. Around the World and other shooting games are appropriate when students have mastered form and are working for accuracy and consistency.	Does the learner get one out of five set shots into the basket from a minimum of ten feet? Four of five should be close, Look for good form and concentration.

Grade/Level: Fourth

Concept/Activity: Educational Sport/Object Manipulation - Soccer

Objectives: The learner will be able to:

G.4.15. Travel the width of a soccer field with a partner by dribbling and passing in a smooth fashion.
G.4.16. Take the ball away from an approaching player by using a legal tackle.
G.4.17. Work on offense and defense in a two-on-two setting to attack and defend a goal.

EQUIPMENT: Slightly underinflated jr. soccer size balls, cones or other markers.

En Route Learnings	Teach To The Objective	Monitor Learner progress
4.15 Can the learner work with a partner to alternately dribble and pass with smooth transitions? Dribble the width of a soccer field while using both the inside of the foot and the outside of the foot dribble. With a partner use either foot to complete an inside-of-foot kick and instep kick to complete an accurate leading pass to a moving receiver.	See Teaching Considerations Soccer Grade Three. Continue to give effective explanations of new skills along with individual, partner, and small group practice. There should be increased opportunity to use these skills in game-like settings with groups of two to six. Start with dribble/passing slowly and without obstacles. Gradually have partners increase speed and add obstacles which force a shift in focus and change in direction. Practice a Give and Go setting (Player A stands about forty-five feet from a goal, Player B about ten feet. Both begin running slowly toward goal, "A" passes ball to "B" then runs forward. "B" controls ball, then passes to "A" who is now beside or slightly ahead. "A" then attempts to shoot ball through goal. May add a third player in defensive position in front of goal).	Does the learner demonstrate the ability to alternately dribble with a partner using smooth transition for thirty seconds?

En Route Learnings		Teach To The Objective	Monitor Learner progress
	Use accurate passes to a moving receiver using outside-of-foot kick (preferred foot) as much as possible. Moving toward a goal with a partner receive a pass and maintain your forward momentum as you move toward the goal.	Sets of cones or other markers arranged down the field can be used to encourage passing. Partners must make at least one pass in the space between cones as they travel down field. Encourage the use of outside-of-foot kick. Players may kick the ball into a "goal" when they reach the end of the field.	
4.16	**Can the learner tackle an oncoming player through legal use of feet?** Use the feet and shoulders to "tackle" an oncoming player. Practice with a partner to make legal tackles - change roles after three successful tackles.	Plan a lot of partner work with many changes of roles and partners. Start players at a slow speed and allow them to increase their speed as they gain skill and confidence. Games that provide good practice in a game-like setting include games such as: "Partner Keep Away" (one partner with a ball tries to keep it by dribbling, dodging, stopping, and pivoting. As soon as the defensive partner touches the ball, players exchange roles), and "One on Two" (two players attempt to keep the ball away from the third player. If player three touches the ball, the player who last touched it changes position. Player three may be required to execute a successful tackle instead of just touching the ball).	Does the learner legally tackle an opponent to free the ball in three out of five trials?
4.17	**Can the learner work in a two-on-two setting to both defend and attack a goal?**	Review goaltending skills from third grade and rotate roles in practice setting. Start off with offensive and defensive positions stabilized until told to change. Gradually work to the point of having two goals and the offensive team changes with control of the ball. Have learners determine size playing area and goals.	Does the learner defend the goal stopping an oncoming ball and controlling it, kicking it away in three of five trials?